

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Charity LaBrie

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Seedling Mile Elementary School

(As it should appear in the official records)

School Mailing Address 3208 East Seeding Mile Rd

(If address is P.O. Box, also include street address.)

City Grand Island State NE Zip Code+4 (9 digits total) 68801+4830

County Hall County State School Code Number* 49900200020020020

Telephone 308-385-5910 Fax 308-385-5803

Web site/URL http://gips.org E-mail clabrie@gips.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Rob Winter, Ed.D. E-mail: rwinter@gips.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grand Island Public School Tel. 308-385-5910

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jennifer Worthington
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 18 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	9	20
1	7	6	13
2	11	9	20
3	8	8	16
4	9	9	18
5	12	8	20
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	58	49	107

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 9 % Black or African American
 - 23 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	107
(5) Total transferred students in row (3) divided by total students in row (4)	0.103
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 13 %
14 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Spanish, Arabaic, Nubian, Nuer, and Lao
8. Students eligible for free/reduced-priced meals: 56 %
 Total number students who qualify: 64

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %
5 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Seedling Mile Elementary School is a K-5 elementary school with an average enrollment of 110 students. We are a neighborhood school with strong support from our community. Our school is made up of 56% of our student body on free or reduced lunch and 13% of our students using English as a second language. Seedling Mile began as a one-room school house in 1886 and has blossomed into a one-unit school. We are steeped in tradition with many third generation students attending our campus. Our students are part of the 9,150+ students that attend Grand Island Public Schools and are one of 14 elementary schools within our district. Seedling has a rich tradition of family and involvement in each child's education. We have a strong Parent Teacher Organization which strives to provide enrichment experiences for each student and support any educational needs which will benefit student learning.

Three years ago staff embraced the philosophy of the growth mindset and the expectation that with support every student can make gains in their learning. We have worked diligently to provide differentiated instruction to allow students to be challenged at the level appropriate to their need. This philosophy aligns with our mission, "To nurture, guide, and challenge a community of life-long learners". The Response to Intervention (RtI) model has been an effective way to meet all learning needs at Seedling Mile. Our RtI team meets weekly to look at student data and make decisions about interventions or next steps needed. The RtI process has helped us more effectively support learning and fill in gaps of learning during the early years of education. Because of this change our resource student numbers have decreased from 7% of our population to 5% of our population. A motto we remind ourselves of daily is, "Every Student, Every Day, a Success!" This is truly how we feel about each student that enters our doors and offers us the opportunity to be a part of their future success.

Seedling Mile Elementary School's main focus is on student achievement in all areas. Through our focus of goal setting and feedback strategies, we have been able to advance our students to a higher level of performance. Students are provided the skills of setting appropriate goals and using data to assess their success or need for future study. Staff has also worked diligently to develop relationships with each student at Seedling Mile. We believe that by creating a school that is open and trusting, students are able to take risk in their learning and excel in their growth both in and out of school.

We believe the structure of a student's day is of the highest priority. We make use of the time before school begins by providing time to practice math fluency, reading fluency and exercise. Students utilize this time as individuals and small groups and work hard to help each other with their fluency practice. We have incorporated additional reading time during the school day to assist students in reaching their reading goals. The use of 5th grade mentors to work with 2nd grade students is a part of our after school program. The premise is to have mentors trained in the Reading Together program to assist younger students needing reading support. The outcome of this program is the 45% gain in reading proficiency our 2nd grade students have made. Another way we have encouraged the enjoyment of reading is by purchasing books school-wide for our students. Each semester each student is given a book to add to their personal library. We also select one book to read as an entire school family. We purchase 100 copies of the selected book to share with each school family and provide extra opportunities during the school day to enhance the comprehension of the selected book. This year the book, Mr. Popper's Penguins, was selected and as a result our school will be traveling to the Omaha Zoo to give students the experience of the penguins and other animal habitats. Giving all students additional opportunities and experiences has been a focus both of our school and our PTO. We have invested in bringing experiences to our students and providing learning opportunities outside of school. It is apparent when you enter Seedling Mile that it is a special place and students and their preparation for their future is the focus of each decision made.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Nebraska requires elementary state assessments in the areas of reading and math for all students in grade 3-5. The state science assessment is administered to all fifth grade students. The indicators for assessment results are below, meets, or exceeds standards. To meet the standards of the state assessments students are expected to perform at the meets, a proficiency score of 85-134 or exceeds level, a proficiency score of 135-200.

During the 2012-2013 school year Seedling Mile students surpassed the state goal of 89% in the area of reading by achieving a 90% score. This was a 3% increase from the 2011-2012 school year. In the area of math, 90% of Seedling Mile students were proficient as compared to the state goal of 84%. This was an increase of over 20% of students proficient in the area of our state math results. During the 2012-2013 school year 95% of our students were at or above their grade level guided reading level benchmark. While our reading results over the last 4 years have remained steady in the proficiency range of meets the standards 85-134, our exceeds the standards range, 135-200 has increased from 12% to 40%, an increase of 28%. During the 2012-2013 school year our state writing results dropped from 100% during the 2011-2012 school year to 63%. This was due in part to a new rating scale and the way in which the writing pieces were assessed. Because of this drop, writing became a focus for each grade at Seedling Mile during the 2013-2014 school year. The implementation of "No More, I'm Done" by Jennifer Jacobson is used as a resource for our K-2nd grade writing instruction and Aimee Buckner's text, "Notebook Know-How" is used as a resource for writing instruction for our 3rd-5th grade teachers. We have also implemented the editing principle's by both Ron Coniglio and Jeff Anderson to assist students in editing their work. Teachers have diligently used the principles found in these books and have been impressed with the difference found in our student writing. Our school data has already show growth in the area of writing and we look forward to receiving our results from the state writing for the 2013-2014 school year.

Performance trends indicate a steady increase in assessment scores for both reading and math. Seedling Mile has chosen to use the Response to Intervention (RtI) model as a way to help both struggling students and students needing additional challenges. Our strategic use of matching interventions to student need has greatly impacted student growth. We believe our focus on effective use of interventions for students is successful. Our lower socio-economic student number has increased while our level of proficiency has remained steady. We use frequent assessments to check student learning which have promoted early intervention and differentiation of instruction. This information and process has created success for many of our students.

2. Using Assessment Results:

Data analysis is an important part of improving student learning and shaping instruction to meet the needs of individual students. Staff at Seedling Mile has made the commitment to use state, district and classroom data as a means for effective teaching. The assessments include: DIBELs Next, which is administered three times per school year, District Interim Benchmarks, administered three to four times per school year, Nebraska State Accountability assessment in the areas of reading, math and science, Terra Nova for fourth grade students only, and Acuity for students in third-fifth grade. Third grade students have typically scored lower than our 4th and 5th grade students on the Acuity and Nebraska State Accountability assessment. Over the past year, we have tried to replicate situations to better prepare our students for taking their tests online and equipping them with strategies to take online tests. The conversation between teachers at the second and third grade level occurs often to smooth the transition between the curriculum at the second grade level into the third grade level.

Teachers use common planning time to discuss data results and plan for next steps in instruction. The use of idea sharing between grade levels has helped close gaps that previously existed in curriculum and teach with a common language to assist students in their ability to understand the concepts presented and attach to their previous learning.

Seedling Mile has chosen to use the Response to Intervention (RtI) model as a way to help both struggling students and students needing additional challenges. Our strategic use of matching interventions to student need has greatly impacted student growth at various levels. Weekly meetings provide the platform for discussion about students and their growth or need for additional or varied assistance. Parents are included in the RtI process and included in decision making for their child's education.

Assessment results are shared with families throughout the year in both written and graph form. Report cards sent four times per year also contain valuable information about their child's assessment performance and daily workmanship. Daily assignment notebooks are used in grades two-five to assist in communication between home and school.

Each summer our staff holds a summer book study to ensure unification in the direction of our school and the school year. Last year our staff was not satisfied with our writing results and chose to focus on implementing two book concepts in order to impact our writing instruction time. Third grade students have typically scored lower than our 4th and 5th grade students. Over the past year, we have tried to replicate situations to better prepare our students for taking the state assessment test and providing small group instruction to better meet their learning needs of the required concepts.

3. Sharing Lessons Learned:

Staff at Seedling Mile is actively involved in advancing the art of teaching and learning and promoting professional learning for each staff members. Professional Learning days are held throughout the year and are used to view data and hold conversations about what strategies are working well and what areas we will focus on for continued growth. Our school has partnered with schools within the Grand Island Public School district to share ideas and collaborate towards school improvement. Our staff has presented strategies and informational sessions during these professional learning days. Seedling Mile staff members are constantly reading and researching new approaches to student learning. Our staff serves on several district committees to both influence the direction our district is moving and as a tool for updating our staff on new initiatives. Staff members from Seedling Mile are often asked to take part in district curriculum development and district improvement teams. The Seedling Mile staff is continuously looking for ways to improve their teaching and understand how students learn. Due to the number of veteran teachers, collaboration is a key to our success and idea sharing. The Seedling Mile staff function as a tightly-knit family and are willing to lend a helping hand to anyone needing assistance.

The Seedling Mile staff utilizes our School Improvement Plan to guide and direct our next steps. We revisit the plan throughout the year to ensure we are continuing to meet the goals we have set for ourselves as well as assess how it is affecting student learning. Our School Improvement Team meets monthly to view data and discuss successes and areas that need additional focus. Each summer our staff holds a summer book study to assist in unifying the direction of our school and the school year.

4. Engaging Families and Community:

The staff of Seedling Mile works tirelessly to build relationships with each family. It is important to understand family make-up and communicate on a regular basis about each students learning and performance during the school day. We begin each year with a family night to meet families and remind families of the school's protocol and information for the upcoming school year. We hold parent/teacher conferences twice throughout the year to update families on their child's progress and goals.

English Language Learner students are able to take part in a family literacy night twice per year. This evening gives families an opportunity to take part in their child's education and enjoy an evening of learning with their child. Seedling Mile has held a long tradition of Grandparent's Day as a vehicle to involve grandparents or other special adults in the educational life of their grandchild. Grandparents are invited to spend the afternoon in their grandchild's classroom as students share how and what they are currently learning. Twice a year we invite mothers and fathers to come to school for breakfast and spend time in our book fair. It is a special time for students to bring the special adults in their life to school to eat with them before the school day begins.

Our PTA is active in arranging community nights for our families to enjoy special events at no or little cost to families. PTA has sponsored family game nights, pizza nights, roller skating nights, movie nights, a night with a magician, and science demonstrations. These evenings have been a great connection between families at our school and serve as a way to support families.

Consistent communication is vital to the relationship between school and home. Each Sunday evening a call is made by the principal to remind families of school events occurring within the upcoming week. The website is another way to share information with families and stakeholders about events that have taken place or will take place in the coming weeks. Teachers communicate with families weekly through written notes, phone calls and e-mail.

Staff conduct parent and student surveys each spring and the results are analyzed for improvement. The conversations surrounding these surveys help us create a positive learning environment for all.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Students attending Seedling Mile Elementary receive an education to prepare them for their future and the ability to take on challenges that may lie ahead. The mission of Seedling Mile states, “To nurture, guide, and challenge a community of life-long learners”. To this end, the curriculum used is rigorous and aligns with best instructional practice. The focus of learning is not only the skill of learning but also the will to learn new ideas and concepts. The ability to have a growth mindset when learning is a goal we hold for all students.

English Language Arts curriculum is a balanced literacy approach encompassing reading, writing, research, speaking and listening. Instructional components include shared reading, guided reading, skill instruction, read alouds, word study, independent reading, comprehension strategy instruction, the writing process, the six traits of effective writing, and speaking and listening instruction. Two hours minimum is set aside each day to allow students sufficient time to receive direct instruction and work with the language arts curriculum. Students are provided effective learning strategies to help them reach their maximum level of proficiency as communicators, problem solvers, and critical thinkers.

Mathematics curriculum focuses on problem solving through application of mathematical skills. The program implemented in GIPS district is Math Expressions. Math curriculum scaffolds as students develop in the strand of number sense, geometric/measurement concepts, algebraic concepts, data analysis and probability. The ability of students to communicate their mathematical thinking is a vehicle used in each unit to ensure student understanding. Students are flexibly grouped based on pre-assessment performance. Teachers diligently pre-teach and follow-up with students needing additional help to master the skill presented. Students spend a minimum of 75 minutes interacting with math and math instruction each day.

Science curriculum is based on the premise that all students will gain an understanding of science with a focus on scientific inquiry. The Foss science resource is a hands-on, inquiry approach to learning. Students learn through asking questions, conducting investigations, using appropriate tools and techniques for data gathering and the ability to think critically and logically about relationship between evidence and explanation.

Social studies curriculum is designed to assist students in developing their awareness and respect for self, our nation, and our world in order to make effective personal and public decisions. A standards-based social studies curriculum builds knowledge of specific discipline content, thinking skills, commitment to democratic values, and citizen participation, all essential to maintaining a democratic way of life. Through an integrated study of social studies disciplines, students will acquire necessary knowledge, skills, and attitudes as they become lifelong learners.

Physical Education curriculum is based on the belief that all children and youth will display the skills and practices of a physically active lifestyle, knowing the benefits of their choice to be involved in physical activity. They will be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles. The physical education curriculum focuses on motor skills and locomotor movement patterns, movement concepts, participation, fitness, personal and social behavior, and values. These skills are started in kindergarten and developed through twelfth grade.

Technology curriculum is embedded within what teachers do in their classrooms each and every day. Technology is used as a way to differentiate learning for each student and meet their individual needs. Technology classes are held each week at the elementary level and include the following standards; creativity and innovation, communication and collaboration, research and information fluency, problem solving and decision making, digital citizenship, and technology operations and concepts. These standards align with the 21st century teaching and learning beliefs Grand Island Public Schools skills we strive to meet each day with student.

Music curriculum instruction takes place within our general music education classes. Music curriculum focuses on singing, performing, improvising, composing and arranging, and reading and notating music. The curriculum is based on the belief that all children can develop the skills to successfully create and perform music. Music presentation is provided in a variety of modes to meet all learning needs. Students take part in music classes every other day.

2. Reading/English:

Reading instruction at Seedling Mile is based off of the Balanced literacy framework. Research shows the components of the balanced literacy framework including, shared reading, guided reading, independent reading and writing, read alouds and literature circles provide ways to meet each students need and provide instruction that will help them meet or exceed reading level expectations. Staff use this framework throughout the day with the Daily 5 model in large group, small group and individual settings. Literacy by Design is another resource used to ensure each student's reading comprehension is at or above grade level.

Each teacher meets with small guided reading groups each day to provide reading instruction focusing on fluency and comprehension. Running records and anecdotal notes guide daily instruction for these small groups. Time is provided for independent reading and partner reading which allows students the opportunity to enjoy reading, improve comprehension skills and practice fluency. Daily read alouds are also a favorite of students and take place on a daily basis in each classroom.

Teachers use a district benchmark to assess students at a minimum of three times per year to gauge growth in a child's reading skill. These benchmarks are leveled for a students guided reading level and align with the student's ability level. Teachers also use Literacy by Design assessments as a way to measure each student's comprehension level. The DIBELS test is used three times a year for students in kindergarten, first and second grades. The DIBELS test is used to measure a student's ability to decode, fluency in their reading and their comprehension skills. Students in grades third, fourth and fifth take part in the Acuity test three times per year. This test gives vital information to students and staff about areas of need and areas of growth. This information is used to create flexible groups of focused instruction. Students in third, fourth and fifth grade also take part in the Nebraska State Assessment once each year in the area of reading. This test gives information that can be used the following school year in the area of vocabulary and comprehension.

Students needing additional support to reach the grade level reading level take part in the RtI process. Interventions used to assist students in the areas of fluency, comprehension, and decoding are iReady, Cars and Stars, and Sound Partner. These groups take place in an individual or small group setting in order to maximize student learning time and assist more readily with student mistakes. Students needing additional challenges may attend a reading group in a grade level above their current grade level. If attending another class is not workable within the daily schedule, teachers will adjust instruction to meet all learning needs within their small group instruction. Students may be asked to complete a higher level task with the same text or may be asked to complete a similar task with a higher level text dependent upon student need.

Our school annually reads a book together as a family group and enjoys the connection between home and school when reading the gifted book. Families enjoy this time set aside to read with all children that attend Seedling Mile and staff enjoys discussing the book with children throughout their school day. Discussions can be overheard in the lunchroom, playground, library, hallway, before and after school. It is a bonding experience for each staff member and student to have a common understanding of the book.

3. Mathematics:

The Math Expressions framework is used as the resource for math instruction. This spiraling program continually revisits concepts presented at each level. Its primary emphasis is on the strands of number sense, geometric/measurement concepts, algebraic concepts, data analysis and probability. Students are challenged to not only understand the mathematical concepts but also to explain their thinking and the strategies they used to arrive at their answer. Math talk is used daily and provides students a way to share their thinking in small group and whole class settings. This time is used as a valuable way for all students to

discover new strategies and support student learning. Math instruction is differentiated based on student ability. Students that are ready to develop more in depth skills are given a more challenging assignment and students needing additional help may have extended instruction from the teacher in a small group setting.

Frequent assessments are given to continually monitor student achievement and allow for differentiated instruction within each mathematical strand. Pre-assessments are given before each unit to create flexible groups of differentiated instruction. Assessments are administered throughout the unit and at the end of the unit to show student growth. Students in third, fourth and fifth grade take the Acuity test three times per year. This test gives vital information to students and staff about areas of need and areas of growth. Students in third, fourth and fifth grade also take the Nebraska State Assessment once a year. These results give information about student ability in the areas of number sense, geometric/measurement concepts, algebraic concepts, and data analysis/probability. This information is used the following year to identify areas of growth and gaps in learning.

Students struggling in the area of mathematics are referred to the RtI process and attend daily intervention sessions. Students attend small groups or an individual group using one of the following interventions; iReady, Cams and Stams, and pre-teaching of the lesson. These groups take place in an individual or small group setting in order to maximize student learning time and assist more readily with student mistakes.

4. Additional Curriculum Area:

Writing curriculum is an area Seedling Mile has focused on this school year as we were not satisfied with the proficiency of our student's writing. Writer's Workshop and the Six-Traits of Writing have been used as a model for writing instruction over the last several years. This year we have added two writing books to our list of writing resources. Our kindergarten through 2nd grade teachers and specialists have studied, Jennifer Jacobson's title, "No More, I'm Done". Third through fifth grade teachers and specialists have added the title, "Notebook Know-How" by Aimee Buckner as a resource for writing instruction. Teachers have met once a month to discuss the topics covered in the chapters read and how to implement the ideas into their classroom writing instruction. Teachers have focused on two of the six traits of writing throughout the month and have given students multiple opportunities to practice the two traits of focus. We have also incorporated parts of Ron Coniglio's model of writing instruction and plan to use the model in its entirety next school year.

Students are instructed whole group through mini-lessons and then move to individual practice of the skill. Teachers conference with students individually throughout the practice session to give feedback and assist students in setting goals for their writing. The last 10 minutes of writing instruction is used to share the piece of writing the student has worked on throughout class that day. Students may choose to share in partners or in whole group if desired.

This year we have used a professional artist as a resource to assist students in creating detailed artwork to be used as a way to supplement a piece of writing. Instruction is centered around the details and creating a picture in your reader's mind of what you are describing through your writing piece. The details within our students' writing and the vocabulary used has greatly improved.

5. Instructional Methods:

Seedling Mile uses a variety of instructional strategies to differentiate instruction and ensure students are receiving the appropriate level of instruction for their learning needs. Pre-teaching, re-teaching, individual instruction, small group instruction, structured student interactions, and guided practice are a few of the ways students learning needs are met through personalized methods. In the area of Math pre-assessment is used before each unit as a way to identify students who already possess the given concepts and are ready for more in depth knowledge of the skills being taught. The pre-assessment also identifies students who may struggle with the concepts and may need additional support. Think Central is another tool used to differentiate levels of knowledge about a given math concept in order to personalize the lesson for each student.

Paraprofessional support, learning facilitator support and before and after school tutoring are used as additional practice or extension to personalize learning for students. The RtI process serves as the avenue for identifying each student who performs above or below the grade level norm. The learning facilitator and paraprofessional work with students both in and out of the classroom to meet the learning needs of students within the RtI process. The use of, Brain Pop, Acuity and PebbleGo are additional online resources used to supplement curriculum and meet student learning needs.

Technology is a growing resource to assist in engaging students, differentiating and using varied instructional methods. Every classroom is equipped with iPads and Chromebooks in order to provide technology that is easily accessed. Professional learning takes place throughout the school year to provide ideas of how to incorporate new apps, online resources and Google extensions as a way to support individualized learning. Our math and social studies curriculum offers online support as an additional way to differentiate for learning and provide instructional practice both guided and individual.

6. Professional Development:

Professional development opportunities are a combination of district, building and individually planned learning. Our professional learning days occur six times throughout the school year with a day devoted to learning for each session. Professional learning day information encompass district initiatives, goals set forth by our school improvement plan (SIP) team and information requested by staff to benefit student needs. The four areas of our school improvement plan focus on reading, math, writing along with climate and culture. The use of technology and 21st century learning beliefs are embedded within each area of focus.

Teacher leadership is built by having staff members present information and take part in various district teams in relationship to the four areas of SIP focus. Days are spent with information presentation, guided conversations and time devoted to implementation or lesson creation which aligns to the concepts presented during the PD day. The data collected throughout the year serves as another communication of areas our staff can focus on. Staff surveys administered at the end of each school year provide information about areas of strengths and areas of continued study.

Staff meet throughout the year to hold book studies that directly relate to classroom instruction. This time allows teachers to share successes and problem solve areas of frustration in relation to the book study information. These sessions are guided by teacher leaders and give time to plan how the information will be utilized by each grade level.

Each summer our SIP team spends two days reviewing data and planning next steps for the school year. These planning sessions guide our professional learning for the year and assist teachers with personal goal setting.

7. School Leadership

Seedling Mile operates under a shared-leadership philosophy. The building structure consists of one principal, one learning facilitator, six classroom teachers, ten specialists and ten classified staff. The learning facilitator balances half of her time providing academic interventions for students and the remaining half providing instructional support to teachers. Our School Improvement Plan (SIP) team made up of teachers, learning facilitator, and principal is the team that truly guides our school direction. This team spends countless hours both in the summer and throughout the session to gauge the impact the plan is having upon student learning and effective teaching strategies.

The McRel Balanced Leadership Framework is used as the guide to remind us of our responsibilities and practices when approaching any decision or practice that may involve change. This framework also reminds us of how to create a purposeful community where all voices are valued and heard. Our SIP team has worked to create agreed-upon processes in which staff are able to function within a common understanding. The principal is the liaison between district, teachers, parents, students and the community. The belief that every student can succeed every day is what sets Seedling Mile Elementary apart as a great school. Every day, our principal, teachers, support staff, students and volunteers work cooperatively and accept the

responsibility to lead our school with greatness. We each have a part in what makes Seedling Mile Elementary a great place to work and learn.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: CAL

Test: Nebraska State Accountability

Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and % Exceeds	53	68	65		
% Exceeds	21	22	19		
Number of students tested	58	63	63		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and % Exceeds	33	46	69		
% Exceeds	0	15	15		
Number of students tested	6	13	13		
2. Students receiving Special Education					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					

% Meets and % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and % Exceeds	43	72	58		
% Exceeds	36	11	33		
Number of students tested	14	18	12		
10. Two or More Races identified Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: CAL

Test: Nebraska State Accountability
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and % Exceeds	53	68	65		
% Exceeds	21	22	19		
Number of students tested	58	63	63		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and % Exceeds	78	50	50		
% Exceeds	11	33	25		
Number of students tested	9	12	8		
2. Students receiving Special Education					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and % Exceeds	60	40	67		
% Exceeds	33	60	25		
Number of students tested	15	10	12		
10. Two or More Races identified Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: CAL

Test: Nebraska State Accountability
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and % Exceeds	53	68	65		
% Exceeds	21	22	19		
Number of students tested	58	63	63		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and % Exceeds	69	100	90		
% Exceeds	31	0	0		
Number of students tested	13	8	10		
2. Students receiving Special Education					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and % Exceeds	87	64	72		
% Exceeds	13	36	17		
Number of students tested	8	11	18		
10. Two or More Races identified Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CAL

Test: Nebraska State Accountability
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and % Exceeds	50	52	56		
% Exceeds	40	27	20		
Number of students tested	58	63	64		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	1	1	0		
% of students tested with alternative assessment	1	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and % Exceeds	50	54	54		
% Exceeds	17	0	23		
Number of students tested	6	13	13		
2. Students receiving Special Education					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and % Exceeds	29	67	58		
% Exceeds	50	0	25		
Number of students tested	14	18	12		
10. Two or More Races identified Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and % Exceeds	0	0	0		
% Exceeds	0	0	0		
Number of students tested	0	0	0		
12. Other 2: Other 2					
% Meets and % Exceeds	0	0	0		
% Exceeds	0	0	0		
Number of students tested	0	0	0		
13. Other 3: Other 3					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CAL

Test: Nebraska State Accountability
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets % Exceeds	50	52	56		
% Exceeds	40	27	20		
Number of students tested	58	63	64		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	1	1	0		
% of students tested with alternative assessment	1	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets % Exceeds	78	50	50		
% Exceeds	11	33	25		
Number of students tested	9	12	8		
2. Students receiving Special Education					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets % Exceeds	73	40	42		
% Exceeds	20	60	33		
Number of students tested	15	10	12		
10. Two or More Races identified Students					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CAL

Test: Nebraska State Accountability
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets and % Exceeds	50	52	56		
% Exceeds	40	27	20		
Number of students tested	58	63	64		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	1	1	0		
% of students tested with alternative assessment	1	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets and % Exceeds	46	75	64		
% Exceeds	46	25	0		
Number of students tested	13	8	11		
2. Students receiving Special Education					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets and % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets and % Exceeds	30	50	50		
% Exceeds	70	42	22		
Number of students tested	10	12	18		
10. Two or More Races identified Students					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets and % Exceeds					
% Exceeds					
Number of students tested					

NOTES: During the 2008-2009 and 2009-2010 school year the Nebraska State Accountability (NeSA) test was not administered by the state of Nebraska. Our district used the ITBS test in its place during the 2008-2009 and 2009-2010 school year. The ITBS test is based on a Norm Curve Equivalent (NCE) result as opposed to the NeSA test in which results are based on exceeds or meets standards. During the 2010-2011 school year the transition to the newly created Nebraska State Accountability test occurred. Results from 2010-2013 are based on the NeSA testing system, exceeds or meets standards. Although our ELL population accounts for 10 percent of our students we do not have the required number to merit a subgroup through the NeSA testing system.